

2020-2021

EPP Bachelor Performance Report

Elizabeth City State University



North Carolina Department of
PUBLIC INSTRUCTION

Overview of the Institution

Elizabeth City State University (ECSU) serves northeastern North Carolina, providing affordable academic programs and services of exceptional caliber in a nurturing environment. ECSU continues to be a leading partner in enhancing educational and cultural opportunities and improving the economic strength in the northeastern North Carolina region. Through teaching, research, and community engagement, ECSU provides a student-centered environment, delivered in a manner that enhances student learning, while preparing its graduates for leadership roles and lifelong learning. Through community outreach, the University seeks to identify and address the needs of northeastern North Carolina. As of Fall 2020, total student enrollment was 2002. The student population was approximately 1347 (67.3%) Black, 367 (18.3%) White, 95 (4.7%) Hispanic, 11 (0.5%) Asian, 6 (0.3%) American Indian or Alaskan Natives, 2 (0.1%) Native Hawaiian or other Pacific Islander, 13 (0.6%) Non-Resident/Aliens, 64 (3.2%) Unknowns and 64 (4.8%) students of two or more races.

Special Characteristics

ECSU has earned national acclaim for its academic advances: #1 Affordable Public HBCU in the Nation 2017-18- data from the *National Center for Education Statistics*, ranked #5 Military Friendly School 2019-20 by *Victor Media, CollegeNet, Inc.* Social Mobility Innovator for 2019, *U.S. Veterans Magazine* Best of the Best 2018, *U.S. News and World Report's* 2016 and 2017 edition of Best Colleges ranked Elizabeth City State University #2 in the publication's category of Top Public Schools (Regional Colleges in the South). The publication ranked the university #20 among the 50 Historically Black Colleges and Universities evaluated. Between 1999 and 2018, ECSU repeatedly earned national acclaim in *U.S. News and World Report Magazine's* ranking of "Best Colleges."

Through a close partnership with the Northeast Academy for Aerospace and Advanced Technologies (NEAAAT), the Department of Education, Psychology, and Health is implementing a Golden Leaf funded partnership to provide teacher education students unique field experience opportunities. NEAAAT serves as a demonstration site for ECSU pre-service teachers and faculty. This program improves the quality of their student teaching experience and increases their likelihood of implementing interdisciplinary PBL in classrooms across the northeast after graduation. Veteran teachers undertake residencies to share similar experiences, thus reducing barriers to PBL implementation resulting from a lack of exposure. At the same time, this unique opportunity serves as a valuable asset in the marketing and recruitment efforts of both institutions and a magnet for highly talented personnel.

As a small school, students have the opportunity to meet and interact with faculty on a regular basis. Faculty and staff in the department of Education, Psychology, and Health are committed to the mission of preparing competent practitioners who facilitate learning. Teacher candidates are required to spend additional time in the classroom through a year-long clinical practice. The process has proven successful based on survey data from school partners. Public school teachers serve on various committees in the department. This collaboration emphasizes the need for more input from public schools. School personnel (principals, superintendents, teachers, other support) actively participate in discussions and explore solutions to current needs and innovative ideas of our program. ECSU faculty, staff and students actively engage in Professional Development with school partners. This triad of faculty, professionals, and pre-professionals working together toward the common goal of preparing to teach children is a creative way of discovering together what is most appropriate for student achievement.

Program Areas and Levels Offered

ECSU currently offers 27 baccalaureate degree programs in the basic arts and sciences and selected professional and pre-professional areas. The Division of Academic Affairs is responsible for the coordination of all phases of the instructional program. ECSU offers curricula leading to the following degrees: Bachelor of Science, Bachelor of Arts, Bachelor of Social Work, and Bachelor of Science in

Education, Master of Education in Elementary Education, Master of School Administration, Master of Science in Biology, and Master of Science in Mathematics. Elizabeth City State University Education Preparation Programs for 2020-2021 included the following undergraduate programs: Birth-Kindergarten, Elementary Education, Special Education, and Music. Secondary areas include: Biology, Chemistry (Comprehensive Science), English, History, and Mathematics. Health & Physical Education is offered as a concentration for Kinesiology leading to licensure. Master in Elementary Education and School Administration.

Pathways Offered

Traditional	Lateral Entry	Residency

Brief Description of the unit/institutional efforts to promote SBE priorities.

For the report, briefly describe your current efforts or future plans to the recent legislation provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

Diversity plays a major role in the curricula. The EPP places emphasis on the educational and psychological literature that demonstrates diverse learning. Additionally, the EPP recognizes that issues of diversity play major roles in how teachers engage students in the classroom and view the dynamics of diverse settings. Candidates learn how to incorporate specific strategies for addressing learner differences and minimizing personal bias in their usage of these strategies. The introductory course, EDUC 310: Professional Studies II: Special Education and Diverse Learners, emphasizes special education law, identification, placement, procedures and program evaluation accountability, and is a required course for all education majors. It is designed to provide an overview of special education and to give students the knowledge, skills and dispositions necessary to facilitate effectively in the P12 student referral process, interpret education and assessments and psychological reports, implement the objectives of the IEP, advocate for appropriate services with students with learning disabilities and to understand the need for continuous professional development. Candidates complete specific assignments, including IRIS Star Legacy Modules that ensure students develop proficiencies in addressing classroom diversity, Universal Design for Learning, cultural and linguistically diverse students, differentiated instruction, the pre-referral process, the Response to Intervention Process and providing accommodations.

All education courses address meeting the needs of a diverse population as evident in syllabi. Through lesson plans, class presentations, early field experience and clinical I, candidates must demonstrate how to accommodate all students, including students with special needs. Candidate knowledge is assessed through program pre/post surveys, cooperating teacher student evaluations, student teaching instruments, clinical I instruments and other key assessments such as the Recent Graduate Survey.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

The EPPs program coursework addresses working with the ELL population. Courses such as Introduction to Reading, Teaching Reading in the Content Area, Multicultural Education and Special and Diverse Learners, candidates also received training during Clinical II in Seminar in Contemporary Issues, all specifically address working with and meeting the direct needs of ELL students. The 21 county service area (a predominately rural area) offers candidates a variety of meaningful experiences with multiple diverse opportunities including, working with students with English as a Second Language, from low socio-economic status, students with disabilities, and low performing, students. Candidates must experience a variety of settings in preparation for diversity and addressing diversity in the classroom. Data is also collected on teacher, classroom and school demographics to support the diverse candidate experience. Candidates demonstrate knowledge of preparation to effectively teach through surveys key assignments in coursework and completion of survey instruments capturing candidate preparedness.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of the EPP.

The EPP's Conceptual Framework identifies Embedded Technology User as one of its six themes. The EPP incorporates technology in coursework as well as field and clinical experiences. Candidates are expected to apply technology in the teaching and learning process, and use technology to conduct research, solve problems collaborate and use as an assessment tool.

Candidates are required to take EDUC 203 Introduction to Instructional Technology. This course encompasses International Society for Technology in Education (ISTE) Standards and the North Carolina Digital Standards. The course engages students in the use of the latest technology in preparation for

teaching and assessing. Candidates are provided with an introduction to the instructional use of technology with emphasis placed on the use of technology for teaching North Carolina Common Core Standards. ISTE and NC Digital Learning Standards are also addressed in professional education courses. Candidates must incorporate the use of technology in all lesson plans. Students identify the technology used (smartboard, white board, use of tablets, other devices).

During senior II, candidates participate in technology training designed to assist candidates in understanding and how to incorporate the North Carolina Digital Learning Standards and ISTE standards prior to program completion. The North Carolina Department of Public Instruction northeast facilitator also provides professional development opportunities to engage candidates in the understanding and the use of technology.

Candidates share their understanding of the importance and knowledge of using technology on the Pre & Post Program Surveys, Rubric for Evaluating NC Teachers, TEP Exit Interview, and UNC Teacher Productivity Report.

The activities offered by the program that are designed to prepare teachers to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic success.

All education candidates are required to take EDUC 203- Instructional Technology. The syllabus is aligned with current ISTE standards and highlights assignments, which have been redesigned to ensure students meet these newest standards. The revised syllabus was developed by faculty, the ECSU Instructional Technology Specialist and input from LEAs.

Students are given the opportunity to experience working with various technology assisted assessments in public schools during directed field experience and Clinical Practice I & II. Students are required to identify assessments used when developing lesson plans for all courses. In addition, all teacher education candidates are required to take EDUC 360 Teaching and Assessment. This course is designed to explore the various assessments used in the evaluation of student performance. The edTPA learning cycle is practiced to prepare candidates to use assessment effectively in the classroom. The collection of data and how it is interpreted, analyzed, and used to improve student achievement is also explored. Faculty have received training in assessment, which is important for student growth in this area.

Technology training is offered to candidates and faculty ongoing. Technology is intertwined early in the curriculum and throughout the program. To remain current with technology and how to encourage the

use of technology, faculty participate in technology trainings. Trainings are offered continuously through the Office of Distance and Continuing Education on ECSU's campus. The EPP remains current with technology utilized in the P-12 setting through trainings offered by partnering LEAs and the North Carolina northeast consultant. The professional development assists faculty in using technology in their respective classes. The trainings are made available to candidates as well. Candidates participate in professional development that directly relates to classroom expectations including software, and equipment.

Professional courses provide opportunities for students to use technology and work with various technology assisted assessments in public schools. During Clinical I, as part of the edTPA requirement, candidates complete projects incorporating the use of technology to prepare them for completing the edTPA requirement with evidence of a positive impact on student learning. Candidates develop a comprehensive assessment plan that integrates technology, is based on a continuous improvement model, and is used to improve instruction. Candidates develop learning outcomes that are measurable, and achievable, develop or locate a technology based assessment (pre- and post-test) that will measure the outcomes and provide data to identify the focus of instruction as well as the "impact" of the instruction.

Candidates (preparing to teach in elementary schools) are prepared to integrate Arts education across the curriculum.

. The EPP recognizes the importance of the integration of arts in education. Faculty have been challenged to incorporate the arts within coursework by requiring assignments that will emphasize using the arts. Education majors have had the opportunity of experiencing the importance of the arts while observing and student teaching in a local A+ school.

In recognizing the importance of the arts in education, faculty have been encouraged to include the integration of art in core courses. This ensures that the arts cross all program areas. Students are required to complete and present a lesson infusing the arts in EDUC 410- Instructional Methods. Courses such as EDUC 350- Intermediate and Content Reading and EDUC 250- Introduction to Literacy, is taken by all majors. These courses incorporate multiple ways of teaching through art. The coordinator for music education consistently collaborates with the Education Department and serves on the Teacher Education Advisory Council. This has been a vital part of the transition in recognizing and embracing the arts.

Explain how your program(s) and unit conduct self-study.

The EPP has continuously used data as a critical part of decision making for the department and programs. Various instruments are used to gather data for program improvements. The assessment coordinator reviews, analyzes and forwards data to coordinators, the Data Review Team, and shares in department meetings. The Data Review Team was established to review data and make decisions for ongoing program improvement. The team reviews data and develops a list of strategies to improve areas of concern. Once the suggested strategies have been implemented, the data are once again reviewed to disclose its impact. In addition, data presented with positive outcomes are reviewed and shared for continuous improvement.

The unit and programs recently conducted a full self-study. Our quality assurance system offers continuous measures to monitor candidate progress, accomplishments of students who have completed the program and assists with providing data for operational effectiveness. Internal and external data are collected, reviewed, analyzed and shared on a quarterly, semesterly or annual basis through the Data Review Team, Teacher Education Advisory Council meetings, Departmental and Program meetings, University-School Teacher Education Partnership meetings, Area Chamber of Commerce Teacher Education Forum, University Faculty Institute and via the Teacher Education website.

A range of data are being collected for program improvement including feedback from alumni, teachers and principals for added value. Candidates' academic performance is tracked via Taskstream from admission to candidacy to graduation. The EPP is able to access and analyze the data in Taskstream to make informed decisions on the future direction of the program. The quality of the program is enhanced by the collaborative efforts of the external professional community such as, superintendents, principals, cooperating teachers, instructional specialists, human resources personnel and alumni. Data is shared among faculty, staff, and community partners to identify needs and make program improvements.

The Taskstream Accountability Management System (AMS) is used by faculty to continuously review programs by setting program goals and using data to support changes. Program goals are established at the beginning of each academic year, reviewed for progress mid-year, and analyzed and shared at the end of the academic year.

Provide a description of field experiences to occur every semester, including a full semester in a low performing school prior to student teaching.

The EPP, in collaboration with LEAs, select and train cooperating teachers and work in unison on the placements for all candidates. Candidates complete an application for field experience placement and the Director of Educator Preparation collaborates with partners to assign appropriate placements. Data is maintained to track field and clinical diverse placements.

In the senior year, candidates complete year-long student teaching, Clinical I & II. During the first semester, students observe and participate in the classroom while fulfilling required coursework and field experience hours. Candidate hours vary based on the course(s) they are enrolled in during the semester. Hours may range from 30-60. Candidates are required to fully participate in classroom/school activities. They are also encouraged to attend school meetings/trainings and parent meetings. Teachers evaluate candidate performance at the end of the observation period. This data is reviewed and used to determine if candidates are ready to move forward to Clinical Practice II.

During the second semester of the candidate's senior year, Clinical II, the candidate completes 75 days of student teaching with the cooperating teacher as mentor. The EPP increased this number by 5 days to support extended time in the classroom for candidates. Candidates are evaluated by the cooperating teacher and university supervisor using the Rubric for Evaluating North Carolina Teachers. The University Supervisor and cooperating teacher collaborate during the required 75 student teaching days. The university supervisor visits the classroom a minimum of 4 times during the 75 days. There is no maximum number of visits. The university supervisor offers ongoing support throughout the Clinical II experience.

To assist with program effectiveness, all candidates completing early field experiences and clinical I are evaluated by teachers through the completion of an electronic Student Field Experience Survey. Cooperating teachers and University Supervisors evaluate each other at the end of the semester.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year.

Year-long student teaching assists candidates in gaining experiences during the beginning and ending of the school year. Clinical I and II affords students the opportunity to experience a full academic year in the classroom (fall, spring). If students begin Clinical I in the fall, they experience the beginning of the school year. During Clinical II (student teaching), students experience the second half of the school-year.

Percent of candidates in the EPP that are first generation college attendees and percent Pell Grant eligible.

n/a % of candidates in the EPP that are first generation college attendees

58 % of candidates in the EPP that are Pell Grant eligible

NOTE: Data collected for percent Pell Grant eligible is based on candidate participation in the Free Application for Federal Student Aid (FAFSA). Candidates self-reporting populates the percent first generation college attendees.

In June 2020, the North Carolina State Board of Education adopted recommendations to support the improvement of K-3 reading instruction, which included incorporating the science of reading into educator preparation and licensure. For those EPPs that have programs that focus on literacy instruction, especially for early childhood, elementary, special education and educational leadership; please broadly share what efforts are being done to meet the requirement. If you do not have one of these programs, please respond with N/A.

Elementary Education majors are required to take ELEM 300- Literacy and Language Arts- In this course candidates learn to assess and teach beginning reading using research-validated strategies. Emphasizes phonemic awareness, Phonic and structural analysis, vocabulary development, fluency, and comprehension. Thirty hours of field experience is also required.

SPED 302 Assessing & Teaching Beginning Reading (3 s.h.) is specific to the Special Education Curriculum. In this course, candidates learn to assess and teach beginning reading using research-validated strategies. Emphasis is placed on phonemic awareness, phonic and structural analysis, vocabulary development, fluency, and comprehension. Students also complete 30 hours of field experience. Taken prior to program admission during Junior I, candidates must complete 30 hours of classroom experience. Placement is with a K-6 classroom. Candidates prepare for the Foundations of Reading exam and are encouraged to take the exam after course completion.

Special Education and Elementary Education both require, EDUC 250- Introduction to Literacy, EDUC 350- Intermediate and Content Reading and EDUC 360- Teaching and Assessment.

EDUC 250- Introduction to Literacy (3 s.h.) – This foundational reading course provides students with an overview of the scientifically-validated processes involved in the teaching of reading, including alphabetic, fluency, and comprehension. Upon the completion, students will be able to describe and demonstrate phonological and phonemic awareness, phonic and structural analysis, fluency-building strategies, vocabulary instruction, and text comprehension strategies. Typically taken during the sophomore year prior to program admission.

EDUC 350- Intermediate and Content Area Reading (3 s.h.) This course addresses the requirements of reading across a wide range of texts, including content reading. In addition candidates will be placed in a 30-hour supervised field experience at a designated school. Students are required to complete specific assignments and tasks that relate to a variety of scientifically-validated instructional strategies for comprehension, vocabulary development, and decoding. Students investigate ways to motivate and engage 21st century student using multiple intelligences and will utilize technology to support literacy skills and strategies. Taken after program admission during Clinical I (senior I). Candidates complete 30 hours of clinical experience. Placement is with a 4-6 grade classroom.

EDUC 360- Teaching and Assessment (3 s.h.)- Candidates take during Clinical I. This course prepares candidates for edTPA submission (literacy and math) through mock submissions. Licensure only candidates are encouraged to submit at the end of the course. Degree seeking candidates submit during Clinical II (senior II, student teaching)

The Master in Elementary Education Initial Licensure Track (counted as initial licensure with the undergraduate students) has specific courses focusing on literacy instruction. The following courses are required of all students completing a degree in the M.Ed. Program.

EDUC 621- Seminar in Leadership Development (1 s.h.) Taken during the final semester. This course prepares candidates for edTPA submission, specifically focusing on reading preparation. Candidates complete 90 hours in a public school.

EDUC 624- Introduction to Research Based Strategies in Reading (3 s.h.). This course provides preservice and lateral entry teacher candidates with a solid foundation for effective literacy instruction in K – 5 elementary classrooms. Special emphasis will be placed on the major five elements of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. This course reviews research-based teaching strategies, instructional materials as well as methods and assessments for efficacious literacy instruction. Taken during the 1st semester in the program. This course prepares candidates for the Foundations of Reading Exam.

ELEM 610- Teaching Elementary School Language Arts K-6 (3 s.h.) In this course, teachers investigate the language arts curriculum to update their knowledge and understanding as informed by state and national curriculum standards. Teachers examine multiple models and approaches for teaching and assessing learning in literacy development and the examination of the relationship of literacy to achievement in all areas the curriculum. Stress is on phonics, skills of comprehension, and the interrelatedness of all areas of language arts instruction: reading, writing, listening, and speaking. Teachers integrate knowledge from language arts content and pedagogy to propose modifications to

their own real-world classroom curriculum. They plan, carry out, and describe a unit of instruction that reflects these insights. Taken during the 3rd semester, also prepares candidates for the Foundations of Reading exam.

EDUC 638- Prescriptive Literacy Instruction (3 s.h.). This course offers an understanding of the theoretical and practical aspects of pedagogy as it applies to effective and scientific research-based methods of diagnosing and correcting reading problems. The 5 elements of reading and how the aspects of the elements are used in diagnosing correcting reading problems is addressed. This course provides instruction on diagnosing and correcting reading problems using methods, techniques, practices, assessment tools, and materials. Taken during the final semester. This course prepares candidates for the Foundations of Reading exam.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Services to Public Schools

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Camden, Pasquotank, Perquimans, Chowan, Washington, Bertie, Hertford, and Gates Counties, and NEAAAT
Start and End Dates	July 1, 2015 to September 30, 2018
Priorities identified in Collaboration with LEAs/Schools	To increase pedagogical content knowledge among math and science teachers in kindergarten through 8th grade in partner districts.
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	2 week summer math and science content workshop Saturday follow-up sessions on-site coaching for participating teachers Online Content Course 3 day Leadership Workshop.

Summary of the Outcome of the Activities and/or Programs	Camden, Pasquotank, Perquimans, Chowan, Washington, Bertie, Hertford, and Gates Counties, and NEAAAT
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Northeast Academy for Aerospace and Advanced Technologies (NEAAAT)
Start and End Dates	August 2017-June 2018
Priorities identified in Collaboration with LEAs/Schools	Increase engagement and outreach with K-12 partners
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	Pre-service teachers worked with lead classroom teachers using problem- based learning and creative approaches to technology.
Summary of the Outcome of the Activities and/or Programs	Northeast Academy for Aerospace and Advanced Technologies (NEAAAT)
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Gates County Schools
Start and End Dates	July 2019-July 2019
Priorities identified in Collaboration with LEAs/Schools	Introduce lead teachers to Problem-Based Learning. Establish strong knowledge base in incorporating PBL in the classroom.
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	Teachers participated in Professional Development to enhance their knowledge and learn practical ways to use Problem Based Learning.

Summary of the Outcome of the Activities and/or Programs	Gates County Schools
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Beaufort, Bertie, Camden, Chowan, Currituck, Dare, Edgecombe, Franklin, Gates, Halifax, Hertford, Hyde, Martin, Nash Rocky Mt., Northampton, Pasquotank, Perquimans, Tyrell, Vance Washington, Warren
Start and End Dates	Last revised 2013- Ongoing
Priorities identified in Collaboration with LEAs/Schools	The cooperating teachers are expected to incorporate technology based activities continuously and candidates are exposed to or participate in various classroom activities such as direct and small group teaching, student assessment, and learning communities.
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	Early Field Experience and Clinical I & II
Summary of the Outcome of the Activities and/or Programs	Beaufort, Bertie, Camden, Chowan, Currituck, Dare, Edgecombe, Franklin, Gates, Halifax, Hertford, Hyde, Martin, Nash Rocky Mt., Northampton, Pasquotank, Perquimans, Tyrell, Vance Washington, Warren
LEAs/Schools with whom the EPP has Formal Collaborative Plans	ECPPS
Start and End Dates	Ongoing
Priorities identified in Collaboration with LEAs/Schools	Screening for NC-PreK
Number of Participants	

Activities and/or Programs Implemented to Address Priorities	Assisted with NC Pre-K Screening process to identify potential participants.
Summary of the Outcome of the Activities and/or Programs	ECPPS

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program.

Gender	Number
Male	
Female	
Gender Neutral	
Gender Not Provided	
Total	
Race/Ethnicity	Number
African-American	
Am. Indian/ Alaskan Native	
Asian	
Hispanic/Latino	
Native Hawaiian/ Pacific Islander	
White	
Two or More Races	
Race Not Provided	
Total	

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin	8	Black, Not Hispanic Origin	14	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	1	Asian	0

	Hispanic/Latino	1	Hispanic/Latino	2	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	3	White	22	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	12	Total	39	Total	0
Licensure-Only	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	3	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	6	Total	0
Residency	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0
Part-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0

	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0
Licensure-Only	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0
Residency	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	13	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	1	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	1	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	1	Not Provided	5	Not Provided	0
	Total	2	Total	19	Total	0

C. Program Completers and Licensed Completers (reported by EPP).

Program Area	Bachelor Degree	Licensure Only	Residency
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PC - Completed program but has not applied for or is not able for a license. LC-completed program and applied for license.	PC	LC	PC	LC	PC	LC
Prekindergarten	0	0	1	0	0	0
Elementary	5	0	2	0	0	0
Middle Grades	0	0	0	0	0	0
Secondary	1	0	0	0	0	0
Special Subjects	0	0	0	0	0	0
Exceptional Children	2	0	0	0	0	0
Vocational Ed	0	0	0	0	0	0
Special Services	0	0	0	0	0	0
Total	8	0	3	0	0	0
Comment(s):						

D. 2019-2020 Program Completers, Percentage of 2019-2020 Program Completers Licensed, and Percentage of 2019-2020 Program Completers Employed in 2020-2021.

Bachelor		2019-20 Program Completers	2019-20 Licensed		2019-2020 Completers Employed in 2020-21	
		N	N	%	N	%
Alternative	Institution	N/A	N/A	N/A	N/A	N/A
	State	825	686	83.15	689	83.52
Traditional	Institution	*	*	*	*	*
	State	2,307	1,996	86.52	1,531	66.36

N/A – Data Not Available * - Less than five reported

Note: The purpose of this table is to provide information on candidates that become employed within one year of their program completion to meet reporting obligations in law. To calculate the number of graduates of the EPP employed, the following definitions are applied:

- Completers: represents all candidates that completed either a traditional or alternative route in 2019-2020.
- Licensed: completers in 2019-2020 (either traditional or alternative) that earned either an IPL or CPL.

- Employed: completers in 2019-2020 (either traditional or alternative) that were employed as a teacher of record in a North Carolina Public or Charter School between the 2019-2020 and 2020-2021 school year.

For a more detailed examination of Program Completer data over time, please visit the NCDPI EPP Dashboard at [EPP Performance | NC DPI](#).

E. Top 10 LEAs employing teachers affiliated with this EPP. Population from which this data is drawn represents teachers employed in NC in 2020-2021.

LEA	Number of Teachers
Elizabeth City-Pasquotank Public Schools	171
Currituck County Schools	82
Wake County Schools	58
Camden County Schools	54
Perquimans County Schools	54
Hertford County Schools	50
Edenton-Chowan Schools	43
Bertie County Schools	42
Gates County Schools	38
Charlotte-Mecklenburg Schools	35

F. Quality of student teachers admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	N/A
MEAN SAT Math	N/A
MEAN SAT Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT Math	N/A
MEAN ACT English	N/A
MEAN CORE Combined	N/A
MEAN CORE Reading	N/A
MEAN CORE Writing	N/A
MEAN CORE Math	N/A
MEAN GPA	3.51

* To protect confidentiality of student records, mean scores based on fewer than five test takers are not printed.

Comment(s):

G. Scores of student teachers on professional and content area examinations.

Pass rates are calculated using only program completed candidates employed in North Carolina Public or Charter Schools.

Note: State Board Policy LICN-001 1.20b.1 requires teachers issued an initial license to attempt all content exams in the first year of teaching and successfully pass them before or during their third year of teaching. Given this extended period to complete, pass rates are presented by cohort annually to capture the progression of cohort progress over time. While this provides a more frequent data point on EPP pass rates, it's important to remember that only the fourth year cohort data point provides the final, fixed pass rate.

Cohort	License Area	1st Year		2nd Year		3rd Year		4th Year	
		Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate
2017	Elementary (grades K-6)	4	*	4	*	5	60	6	66.67
2017	M.G. Math	1	*	1	*	1	*	1	*
2017	Spec Ed: General Curriculum	1	*	4	*	5	60	5	80
2017	Institution Summary	6	0	9	33.33	11	54.55	12	66.67
2018	Elementary (grades K-6)	3	*	3	*	4	*		
2018	Music	1	*	1	*	1	*		
2018	Physical Education					2	*		
2018	Institution Summary	4	*	4	*	7	57.14		
2019	Elementary (grades K-6)	1	*	1	*				
2019	Institution Summary	1	*	1	*				
2020	Spec Ed: General Curriculum	1	*						

2020	Institution Summary	1	*						
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H. Teacher Education Faculty.

Appointed full-time in professional education	Appointed part-time in professional education, full-time in the EPP	Appointed part-time in professional education, not otherwise employed by the EPP
8	5	4

I. Field Supervisors to Students Ratio (including both internship and residencies).

Data Not Provided.

J. Teacher Effectiveness.

Teacher Effectiveness
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Educator Value-Added Assessment System (EVAAS) for beginning teachers prepared by this Educator Preparation Program. North Carolina defines a ‘beginning teacher’ as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School Administrators rate the level at which teachers meet Standards 1-5 as they move from ratings of ‘Developing’ to ‘Distinguished’. Effective 2020-21, at the end of their third year beginning teachers must be rated ‘Proficient’ on Standards 1-5 on the most recent ‘Teacher Summary Rating Form’ in order to be eligible for the Standard Professional 2 license. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for Educator Effectiveness. Possible student growth ratings included ‘Does Not Meet Expected Growth’, ‘Meets Expected Growth, and ‘Exceeds Expected Growth’. Additional information about NCEES and EVAAS is available at https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model .</p>
<ul style="list-style-type: none"> - Sample Size represents the number of teachers that obtained educator effectiveness data during the 2020-21 school year. - Blank cells represent no data available. - If the Educator Preparation Program has fewer than five beginning teachers evaluated during the 2020-21 school year, it is reported as N/A.
<i>Standard One: Teachers Demonstrate Leadership</i>

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	*	*	*	*	*	3	0
State Level:	0.00%	2.46%	73.79%	22.75%	0.99%	2,316	89
<i>Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	*	*	*	*	*	3	0
State Level:	0.00%	2.99%	64.54%	31.25%	1.22%	2,208	197
<i>Standard Three: Teachers Know the Content They Teach</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	*	*	*	*	*	3	0
State Level:	0.05%	4.30%	76.77%	18.21%	0.68%	2,208	197
<i>Standard Four: Teachers Facilitate Learning for Their Students</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	*	*	*	*	*	3	0
State Level:	0.04%	4.02%	69.91%	25.26%	0.78%	2,316	89
<i>Standard Five: Teachers Reflect on Their Practice</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	*	*	*	*	*	3	0
State Level:	0.00%	3.85%	75.32%	20.20%	0.63%	2,208	197

<i>Student Growth: Teachers Contribute to the Success of Students</i>					
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Unavailable*
Inst Level:	N/A	N/A	N/A	0	3
State Level:	13.49%	81.42%	5.09%	1,238	1,169

* 'Unavailable' indicates those program completers for the reported year that are teaching in an area where EVAAS is not collected. Percentages reported in this table are calculated off the sample size and do not include 'unavailable' in the calculation.